DOCUMENT RESUME

ED 079 193 SO 005 923

TITLE	Law in American Society Project. Final Report to the Law Enforcement Assistance Administration.
INSTITUTION	Chicago Board of Education, Ill. Dept. of Government Funded Programs.
SPONS AGENCY	Illinois State Law Enforcement Commission, Springfield.; Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.
PUB DATE	Oct 72
NOTE	60p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	American Studies; Curriculum Development; *Law Instruction; *Laws; Program Descriptions; Projects; *Social Studies
IDENTIFIERS	*Law in American Society Project

ABSTRACT

The report describes the Law in American Society Project which is designed to foster law education for elementary and senior high school students. Emphasis is upon developing unit and new course designs and training teachers in the study of law. Detailed accomplishments (paralleled with fourteen objectives for the purpose of this report) are given for the period of September 1970 through September 1972 and include: incorporating activities, courses, guides into the curriculum of the Chicago Public schools; testing various procedures for infusing the study of law into instructional programs; improving student attitudes toward the law; increasing student knowledge of the law; increasing the teachers' knowledge of law and case study approach through in-service training; establishing effective liaison activities; providing student instructional materials; translating specific series and legal content into the Spanish language; and using and involving community groups, agencies, and institutions in the project's activities. An analysis of recent activities prompted recommendations for the continuation and expansion of the majority of the project's activities. New goals for law-focused education include law-focused audio and video tape productions; an increased number of student instructional materials in Spanish; implementation of extensive police-school liaison activities; field activities; student managed activities; teacher seminars; and others. (SJM)

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LAW IN AMERICAN SOCIETY PROJECT

FINAL REPORT

to the

Law Enforcement Assistance Administration

October 1972

Department of Government Funded Programs
Board of Education
City of Chicago

SP 005 923

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Contents

Introduction 1

Brief Description of the Project 2

Background 3

Project Objectives 4

Project Accomplishments 5

Conclusions and Recommendations 23

Future Directions 24

Law in American Society Project

Final Report to LEAA

I. Introduction

The Division of Research and Evaluation of the Department of Government Funded Programs of the Chicago public schools has prepared this final report for the Law Enforcement Assistance Administration and for the Board of Education, City of Chicago to summarize the effectiveness of the Law in American Society Project in accomplishing its stated objectives through October 1972. The project has operated under its present funding since September 1970, first through a discretionary grant from LEAA as a pilot study in District Six of the Chicago public schools, and since February 1972 as a citywide program.

Data for this final report have been collected by the staff of the Division of Research and Evaluation and by independent evaluation consultants. The independent evaluators are Dr. Bruce Bergland, Dr. James Hall, and Dr. John Wick, all of Northwestern University. Data collection of the project's ongoing activities is a continuous operation of the Division of Research and Evaluation and cannot be considered complete in regard to most of the objectives of the project. Therefore, this report covers a time period slightly beyond the discretionary grant funding and does not make a final evaluative judgment in regard to certain objectives.

A final evaluative report of the current funding period of the Law in American Society Project (under a grant from the Illinois Law Enforcement Commission) will be forthcoming after August 1973.

II. Brief Description of the Project

The Chicago Board of Education receives federal support for the Law in American Society Project which is designed to foster law-focused education as a part of the curriculum of the Chicago public schools. The involvement of the Chicago public schools was made possible because of the acceptance first by LEAA, and in 1972 by the Illinois Law Enforcement Commission of proposals to continue the project submitted by the Chicago Board of Education.

The project has been established to foster law-focused education. The staff of the project is developing both unit and new course designs for elementary and senior high school. Law oriented student instruction materials are used in these designs to introduce the study of law into the instructional program. The case method is advocated by the project as the most effective instructional strategy to be used with these materials. The project uses the summer institute of the Law in American Society Foundation to train teachers in the case method and to increase their competence in the field of law. Toward the same ends continuous inservice and liaison activities are performed by the staff of the project throughout the school year. The project can expedite law-focused education by providing instruction and resource materials, consultant services, and field class experiences.

The project plans to provide suitable student and adult materials in the national and cultural languages of newcomers to the city of Chicago. Publication in the Spanish language of the series, Justice in Urban America, is a part of this effort.

The project also solicits the counsel of parents, students, community leaders, community agencies, and an advisory council in planning and implementing its activities.

III. Background

The Law in American Society Project of the Chicago Board of Education was founded in 1966. In that year the membership of the Chicago Bar Association instituted a program to encourage law-focused education. After a short period, the Chicago Board of Education became a partner in this effort. With funding through the Elementary and Secondary Education Act, the joint project developed and field tested instruction materials and established a teacher training institute. In 1970, the Chicago Board of Education helped to establish the Law in American Society Foundation as a separate entity to promote law-focused education nationwide. At the same time, the board instituted a pilot program to continue efforts at law-focused education within its own schools under the title "Leadership Training Through Law in American Society Project."

Funded under the federal Safe Streets Act with a discretionary grant, the pilot project sought to test procedures for implementing law-focused education with the specific materials developed by the LAS program. District 6 of the Chicago public schools served as the pilot community. The pilot study has been completed. In May 1972 in conformity with the requirements of its current grant the project was moved to the central offices of the Board of Education for the purpose of expanding its activities to the entire school system.

The necessary funds to permit this expansion were to be obtained through the Illinois Law Enforcement Commission. However, after six months of negotiations with the commission, certain components were deleted from the board's proposal. Among the exclusions were the coordinators requested for each of the three main administrative geographic areas of the Chicago public schools to decentralize the project. These area coordinators were to implement the instructional designs created by the project staff assigned to the Department of Curriculum. Their exclusion significantly

reduced the personnel available to carry out the new citywide expansion of the project.

The negotiations with the Illinois Law Enforcement Commission were not resolved until January 1972. This caused a seven-month interruption in implementing program goals and made planning of future activities difficult. The funding finally obtained for the citywide effort was less than the project had received in its pilot stage.

IV. Project Objectives

The specific objectives of the project are --

1. Inclusion of the study of law as part of the elementary and secondary curriculum of the Chicago public schools.
   - The planning of unit and course content and placement
   - The development of distinct curriculum guides for each unit and course and at the necessary placement levels
   - Acquisition of input from educators, parents, students, community personnel, and legal professionals in the curriculum activities of the project
   - Publication of complete curriculum guides
   - Expansion of classroom periods devoted to law-focused instruction.
2. Experimentation with procedures for including the study of law as part of the curriculum of the Chicago public schools.
3. Improvement of positive student attitude toward law enforcement, legal procedure, legislation, and the law.
4. Increase student knowledge of the content existent in the academic discipline of law.
5. Inservice training of teachers to increase their knowledge of law and use of the case-study method.
   - The effective use of the Law in American Society Foundation Institute
   - Teacher inservice activities conducted by the project staff.
6. Effective liaison activities of the project staff with teachers, administrators, and consultants of the Chicago public schools at the area, district, and school levels.

7. The provision of student instruction materials by the project and their effective use in increasing law-focused unit and course offerings employing the case-study method.

8. The provision of teacher resource materials by the project and their effective use in improving course content.

9. Continuation of the Spanish language translation of appropriate legal content in addition to the Justice in Urban American series and the publication of completed volumes in the latter series.

10. Effective and proper use of the Spanish translation in public and private schools, adult education centers, and other institutions.

11. Inclusion of the study of law within the instructional program of the Department of Education Extension.

12. Coordination of the curriculum activities with the Department of Curriculum.

13. Solicitation and use of community groups, agencies, and institutions in the project's activities.

14. Formation and use of a citywide representative advisory council to assist the project in determining its direction and in implementing its activities.

V. Project Accomplishments

The data collected to detail the degree of accomplishment of the objectives of the project cover the period from September 1970 through September 1972. At points it is necessary to make reference to the Law in American Society Project under its previous ESEA funding and prior to the "spin-off" of the Foundation. The results of the 1970-71 school year are based largely on four reports submitted by independent consultant evaluators.

The objectives of the entire time period (1970-72) have been combined for purposes of this report. These objectives have been gleaned from the original proposal, the proposal for refunding of the project (April 1971), letters from the Illinois Law Enforcement Commission supporting budget modifications, and recommendations of the independent evaluators. Whatever the source, the objectives were concerned with the effective inclusion

of law-focused curriculum into the Chicago public schools.

Objective I. Inclusion of the study of law as part of the elementary and secondary curriculum of the Chicago public schools.

The study of law is being incorporated into the curriculum of the Chicago public schools through the following acts and activities:

- At the high school level a distinct new course offering, Contemporary American History--Law in American Life (code 29810), has been instituted.
- A curriculum guide for secondary level law-focused instruction has been designed. It includes the following topics:
  1. Introduction to American Law
  2. The American Judicial System
  3. Criminal Law and Criminal Due Process
  4. Freedom of Expression
  5. Freedom of Religion
  6. The Expansion of Civil Rights
  7. Youth under the Law
  8. Consumer Law and the Law of Contracts
  9. Safeguarding the Consumer
  10. Living Accommodations under the Law

The first five units have been completed and are being printed in a separate volume as the first part of the guide. Topics 6 through 10 are at various stages of completion. When finished they will be printed in a separate volume as part two of the curriculum guide. The sequential format for each topical area includes goals, content outline, behavioral objectives, teacher information, and student activities. A bibliography of student and teacher materials is part of each volume. The teachers of

district 6 who participated in the pilot program provided essential input to the final curriculum design based on their project teaching experiences. Advice also came from the Advisory Council of the pilot project and the social studies consultant staff of the Chicago public schools. The writing of the curriculum guide was the work of the project staff and the Law in American Life committee of the Department of Curriculum. The guide is designed to be used at grade levels 9 through 12 and at achievement levels basic through honors. It anticipates either a semester time-requirement, or the study of each topic or volume for shorter time spans, such as minicourses. The guide can be used for a separate course or can be incorporated into Contemporary American History, Community Civics, or several business subject offerings.

A curriculum guide for elementary level law-focused instruction also has been designed. The first four topics are--

1. The American Judicial System: Origins and Functions
2. Constitutional Rights under State and Local Government
3. The Right to Vote
4. The Growth of Law during the Westward Expansion

These have been completed and are being printed in a separate volume as part one of the guide. Additional units, when completed, will be printed in a separate volume as part two. The format for each guide, designed for grades 5, 6, and 7, follows that of the secondary school guide, and can be used for the full range of achievement levels. It anticipates either a semester time requirement, or the use of each topic or volume for shorter time spans. Also, the guide may be used for teaching a separate class or may be incorporated into the existing social studies school program.

. The district 6 pilot program of the project made significant contributions to the present curriculum design. This program used 11 classroom teachers freed half-time from their classroom responsibilities. A summary of the evaluation of their activities indicates these positive learnings:

  . It proved difficult for some of the teachers to use law-focused instruction materials because of the absence of an over-all conceptual curriculum guide.

  . The classroom teachers lacked training in curriculum development, especially in the recent emphasis placed on behavioral objectives. Therefore, while they could make a positive input because of their teaching experiences, the task of creating a core curriculum design required a professional staff with specialized training.

  . The classroom teachers with subject area training in disciplines other than social studies, business education, or law could make only a limited contribution to the content and conceptual aspects of the developing curriculum. Such teachers also found it difficult to handle the law-focused instruction materials provided by the project.

. The project staff makes extensive efforts to obtain and incorporate the input of educators, parents, students, community personnel, and legal professionals in its curriculum efforts. The teachers of the pilot program met regularly (usually weekly) to coordinate their input. Meetings with the social studies consultant staff also were used to gain a direction related to the basic instructional program. Counsel in curriculum design has also been solicited from the Advisory Council to the project. To expedite and systematize input to the project's curriculum efforts, a questionnaire form has been developed and used by the project staff. As

each topical area unit is completed it is distributed, accompanied by this form, to a representative group concerned with law-focused education. The evaluation information obtained via the returned form can be easily organized, perused, and incorporated into the topical unit. During the 1970-71 school year, the project staff assisted directly and supervised systematically 45 schools where a total of 15,374 class periods of law-focused instruction took place.

Objective 2. Experimentation with procedures for including the study of law as part of the curriculum of the Chicago public schools.

The pilot program of the project implemented in district 6 tested various procedures for infusing the study of law into the instructional program of the Chicago public schools. This test run provided valuable information about the procedures which could be incorporated into the citywide program of the project. The findings of an evaluation of this pilot implementation effort completed in August 1971 show--

- The need for in-depth inservice training of classroom teachers in both the content area of law and the use of the case-study method before the teachers' law-focused instructional responsibilities begin.
- The distribution of law-focused instruction materials to the classroom teacher should occur either during or after in-depth inservice, not before such training takes place. Teachers receiving such materials without adequate preparation may convey inaccurate information to their students and establish classroom procedures which negate efforts to use the case-study method.
- Teachers receiving inservice training in law-focused education should be completely free of classroom instructional responsibilities.

The burden of such specialized training added to the tasks of classroom preparation and instruction (even for a half-day) creates a work load which is too difficult to carry. As a result, the classroom and inservice activities of the participating teachers do not receive a maximum inpact.

- Even after teachers have received inservice, it is not realistic to expect that they who are not specialists in the field of law or the use of the case-study method can train their fellow faculty members in law-focused education during the regular school day. Their colleagues have full schedules preparing and instructing their classes. Because of school scheduling problems it is not possible to free more than a few teachers at a given time. This results in the need to constantly repeat an inservice activity to cover the designated staff. The entire process is fatiguing for all participants. In addition, the teacher-trainer is not knowledgeable enough for the participants to consider the extra burden of inservice worthwhile.
- The teachers who had received inservice training at the summer institute of the Law in American Society Project previous to the start of the pilot project were best able to include law-focused education in the instructional program.

Objective 3. Improvement of positive student attitude toward law enforcement, legal procedure, legislation, and the law.

Pre- and posttesting were used to evaluate changes in student attitude toward law enforcement, legal procedure, legislation, and the law. The test, the Chicago Opinion Panel, is a paper and pencil measurement device which has been used in the past to determine if a positive attitudinal

change does occur in students exposed to law-focused instruction materials such as the Law in American Society materials. Past use has indicated that these positive changes do occur. (See reports for the 1968-69 and 1969-70 academic years, on file at the Law in American Society Foundation.)

The use of the Chicago Opinion Panel during the 1970-71 academic year was based on an attempt to accomplish two objectives. First, there was a desire to alter further the Opinion Panel by eliminating ambiguous items so that the device could be used effectively in research studies by other cities in the future. Second, there was a desire to determine if the teachers in the project also brought about the expected attitude changes in their pupils.

A table of results from the pilot program 1970-71 testing follows:

TABLE 1

SUMMARY OF CHICAGO OPINION PANEL RESULTS

GRADE	N		Mean		Diff	Note
	Pre	Post	Pre	Post		
5	195	188	70.50	74.53	4.03	Significant beyond .05 level*
7-8	65	62	70.70	72.47	1.77	"
9	147	124	74.04	75.12	1.08	"
11	142	147	73.94	76.19	2.25	"
	549	521				

*The changes are all in the positive direction, indicating a more positive general attitude toward the law.

The Chicago Opinion Panel is developed in a Likert-type format. That is, the respondent makes a scaled response to an individual item. Sometimes the items range from "Strongly Disagree" to "Strongly Agree" along a four-point scale; other times responses range from "Most of the time" to "None of the time" along a four-point scale.

The item responses are varied so that sometimes the preferred response is placed first on the list, and sometimes it is last. In addition, the "Strongly Agree" response is sometimes preferred, and sometimes "Strongly Disagree" is the preferred answer. Both of these variations are included so that the student does not develop a "response set"; that is, does not get into the habit of responding to one end of the list or to one particular response.

The Chicago Opinion Panel contains 25 items. Each item is scored 1 through 4, with four being the preferred end and one the non-preferred end for each item. Thus a perfect score (indicating the student gave the preferred response each time) would be 100; and a completely negative score would be 25. The mean score would be 62.5.

As seen in Table 1, the average score change for the four grade levels is uniformly in the "right" direction. By "right" is meant changes in a positive direction, indicating that the students who are exposed to the law-focused materials do become more positive toward the law. This supports the results obtained in previous evaluation reports during earlier years of the program. In each case, the difference is significant beyond the 0.05 level--usually beyond the 0.01 level. This means that the given result would not have occurred by chance even one time in twenty, had there really been no change in attitude.

The data need special care in the analysis because of "lost" subjects. The approximate "fallout" (subjects who are missing either a pre- or posttest) was 30 percent. This means that the data cannot be treated like "repeated measures" since so many measures are missing. It also seems unreasonable to throw out all subjects who do not have a complete set of scores, for this would assume that those who do leave are a random sample of the entire original population. This seems like an unjustified assumption. In addition, the samples cannot be treated as independent random samples, since the second group is in no way independent of the first.

Given this situation, the data were analyzed using a very conservative estimate of results. That is, the differences using the conservative techniques must actually be larger than if some sort of weight measure were used for the standard deviation. Even given the use of the conservative statistical procedures, the results were all significant and in the positive direction.

Objective 4: Increase in student knowledge of the content existent in the academic discipline of law.

Pre- and posttests were used to measure increases in current student knowledge of the field of law. Cognitive tests were designed and administered at each of the participating grade levels.

TABLE 2

COGNITIVE TESTS

GRADE	N	Pretest	Posttest	Change	Note
5	195	15.8	20.8	+5.0	.05*
7	65	18.1	21.5	+3.2	.05
8	58	21.7	23.7	+2.0	.05
9	80	12.2	16.5	+4.3	.05
11	147	21.7	24.6	+2.9	.05

*That is, the probability that this result could occur by chance is less than .05 if there had actually been no cognitive change in the student.

These comments are appropriate:

1. At all grade levels a significant increase was recorded. Most of the increases were well beyond the 0.05 significance level. The students who were in contact with the law-focused material did increase their legal knowledge.

2. The data were analyzed in the same manner as described for the attitude survey. That is, given the large number of students who missed either the pre- or posttest, the data were analyzed in a conservative manner where the actual standard deviation of the differences which was used in the calculations was probably somewhat larger than it realistically should be. The results shown in the table are conservative; the changes are probably even more significant than are shown to be.

3. The eighth graders listed in the table were actually using the ninth grade (Justice series) materials.

4. The results replicate the testing program results from the 1969-70 year in the Chicago schools.

The project staff and the ILEC considered objectives 4 and 5 completed. No further student testing was considered necessary for the 1972-73 school year.

Objective 5: Inservice training of teachers to increase their knowledge of law and use of the case-study method.

The Law in American Society Project of the Board of Education, City of Chicago uses the summer institutes of the Law in American Society Foundation for in-depth training of Chicago public school teachers in legal content and the case-study method. The foundation is the outgrowth of a cooperative program instituted by the Chicago Board of Education and the Chicago Bar Association. It now is independent of its parent bodies and operates nationally to promote law-focused education. The institutes run six hours a day, five days a week,

for four weeks. Nationally famous legal educators and methodolgists constitute the institute staff. Morning sessions are concerned with legal content, while the afternoon classes are devoted to case-study techniques. The institute activities are divided into distinct grade-level sections. The Chicago project has sent the following number of participants to the institute:

Summer	Number of Chicago Teachers
1970	13
1971	25
1972	25

The project surveys its institute graduates to measure their impact in bringing law-focused courses or units to their respective schools. Of the 37 participants in the 1970 and 1971 sessions of the institute, 17 are teaching law-focused units or courses, or are planning to teach such units. It must be remembered that the distinct high school course became operative in September 1972. It is anticipated that this course will afford the opportunity for several additional institute graduates to engage in law-focused instruction.

During the pilot program in district 6 various inservice activities were performed by the project staff.

- Regularly scheduled (usually weekly) inservice sessions were conducted for the teachers assigned to the project.
- Specially scheduled inservice activities were conducted for teachers at the area and district levels.
- Inservice activities were conducted on request for teachers at schools outside the pilot project area.

A limited number of inservice sessions were held for non-project teachers employed in the pilot area schools.

The expansion of inservice activities in the pilot stage of the project was difficult because of the limited personnel familiar with law-focused education and the instruction materials of the Law in American Society Foundation which were used. Most of the inservice efforts were directed to building the competencies of the teachers assigned to the project. Only recently have these teachers acquired the experience necessary to be potentially effective for the purpose of training non-project teachers. The time span required to prepare the project teachers for this role indicates the need for in-depth inservice before the onset of a law-focused instructional program.

Eight half-hour videotapes of classroom instruction were produced during May 1971. Three of these were done at the elementary level (grades 5, 7, and 8), and five at the high school level (two in Community Civics, one in Afro-American History, one in United States History, and, interestingly, one in Art). The videotaping was delayed until late in the year because of the inexperience of teachers with the LAS materials. At the present time a number of videotapes are available for inservice training use during subsequent years and for public relations efforts.

The major accomplishment by way of inservice training has been in developing a cadre of potential trainers and a variety of materials (e.g., the videotapes) in preparation for more extensive inservice efforts in the future. In the proposal for an extension of the project, mechanisms were included for the inservice training of teachers on a citywide basis, and would have employed the skills and materials developed during the pilot year. Unfortunately, the reduced funding of the citywide effort has necessitated changes in these plans.

Objective 6: Effective liaison activities of the project staff.

The project staff has engaged in extensive liaison activities with teachers, administrators, and consultants of the Chicago public schools. The office resource facilities maintained by the pilot project in Wells High School was a mecca for classroom teachers interested in law-focused instruction. Inquiries and visits grew in number as the existence and activities of the project became known and disseminated. Frequent consultive conferences were held with teachers at their schools throughout the city. By June of 1971, the project staff was able to compile a list of 143 classroom teachers with whom regular liaison was being maintained.

Liaison with the director of social studies, the area directors of curriculum services, and the social studies consultants also would result in hundreds of consultive contacts to promote law-focused education. The consultants perform extensive regular liaison and inservice activities with the social studies teachers of the Chicago public schools. They also are active in the professional organizations of their discipline where they disseminate their experiences. The following planning workshops were held with the consultive staff:

Date	Length of Meeting
August 7, 1970	2 hours
July 21, 1971	4 hours
September 22, 1971	2-1/2 hours
February 25, 1972	2 hours
February 26, 1972	5-1/2 hours

Objective 7: The provision of student instruction materials by the project and their effective use in increasing law-focused unit and course offerings.

Through August 1972, the project completed the following distribution of law-focused instruction materials:

Number of Chicago public school teachers receiving materials - 240

Number of Chicago private school teachers receiving materials - 21

Law in American Society Foundation materials distributed:

Title	Number of Volumes Distributed	
	Public Schools	Private Schools
Law in a New Land (Grade 5)	894	60
Great Cases of the Supreme Court	397	___
Legal Issues in American History (Grade 11)	2,130	___
Justice in Urban American Series (Full sets of 6 titles)	6,618	446
Single Title Distribution from Justice in Urban America Series:		
Law in the City	350	___
Landlord and Tenant	642	70
Law and the Consumer	774	51
Crimes and Justice	441	70
Poverty and Welfare	331	90
Youth and the Law	497	___

The instruction materials provided the basis for the creation of numerous units taught in conjunction with the fifth, seventh, and eighth grade social studies curriculum and the high school community civics, U.S. history, contemporary American history, and business courses. At certain special schools, such as the Audy Home branch, the instruction materials were used for full-year law courses. Teachers who had received special training had the greatest success in employing the case-study method with these materials. Others lacked familiarity with this instructional strategy; however, they appeared to enjoy success using traditional methods.

Because of the great demand for materials, the project staff has developed a screening procedure whereby requests must be related to plans to teach

a law-focused unit or course. The project staff does not believe it can limit, at this time, such materials to teachers competent in using the case-study method.

Objective 8: The provision of teacher resource materials by the project and their effective use in improving course content.

Each participating teacher in the pilot project had the option of purchasing $200.00 worth of resource materials. All but a limited number exercised this option. In addition, the project maintained a minimal basic library of legal reference materials in its resource center at Wells High School. This center was used not only by the project participants, but also by other teachers interested in law-focused instruction. The resource materials proved invaluable to those engaged in law content instruction. The specialized nature of this discipline necessitated readily available reference materials for the instructor. The project teachers found it especially convenient to have such volumes in their classrooms.

With the transference of the project to the central office of the Board of Education, the project staff is making efforts to build a legal resource center in the Department of Curriculum. However, limited available space and the problem of parking will probably provide less accessibility than that enjoyed at Wells High School. If staff could be expanded, the project would locate a resource facility at a convenient school.

Objective 9: Continuation of the Spanish language translation of the Justice in Urban America series and the publication of completed volumes.

The project has completed the translation into Spanish of the six volumes of the Justice in Urban America series. This series covers legal problems

in layman terms for urban dwellers. It is one of the publications of the Law in American Society Foundation and was written under Board of Education auspices. Mr. Sebastian Rivera, a noted Chicago attorney and leader of the Spanish-speaking community of the city, translated the entire series.

One volume, Law and the City, has been printed; a second volume, Law and the Consumer, is being printed. Each volume will be printed exactly like the English language editions. The task of preparing the first manuscript for printing was an arduous one, but the project staff has developed a degree of sophistication in publishing which should expedite bringing additional volumes to the press.

To the knowledge of the project staff, no legal work of equal length and sophistication for Spanish-speaking urban newcomers has ever been produced. The first press run of such specialized books represents a high per-unit cost. However, an additional run will result in a more modest per-unit cost.

The important but limited market for such textual works and the sophisticated nature of their content causes private industry to leave this task by default to the public sector. The project staff sees need to continue these translation activities. Additional materials are needed on the elementary level. Other languages must be added. As an example, the staff points to the large Greek-speaking population increasing daily in the city.

Objective 10: Effective and proper use of the Spanish translation.

The first Spanish language volume of the Justice in Urban America series was received from the printer near the end of the spring semester of 1972. By August 1972, 351 copies of this volume had been distributed. Many were given to advisory councils, community leaders, and Spanish language specialists

for critique purposes. Some classroom teachers were able to incorporate the translation into their spring classes, but significant expansion of this use is planned for the 1972-73 school year. A sophisticated bilingual evaluation instrument accompanies each copy of the translation.

Objective 11: Including the study of law within the instructional program of the Department of Education Extension.

The staff is presently preparing proposals for submission under the Adult Education Act of 1966 to expand the activities of the project to the adult population of the city. Efforts will be made to concentrate on immigrants to the city and heads of indigent households. The proposal development follows consultation with the staff of the Department of Education Extension of the Board of Education.

Objective 12: Coordinating the curriculum activities of the project with the Department of Curriculum.

In its pilot stage the curriculum activities of the project were coordinated extensively with the director of curriculum services of Area C, the administrative division in which it was located. Extensive assistance was rendered by the elementary social studies consultant of Area C. This arrangement conformed to Board of Education procedures, because it was thought the project was entirely in an implementation stage. However, as noted, it soon became evident that certain necessary additional steps in development had first to take place. The need for curriculum guides especially was apparent. This oversight has now been corrected. The project is presently administered by the assistant superintendent of curriculum. Her immediate deputy charged with supervising and coordinating the activities of the project with other curriculum components

of the Chicago schools is the director of social studies. Under the present arrangement, the project staff is engaged in extensive law-focused curriculum development efforts.

Objective 13: Solicitation and use of community groups, agencies, and institutions in the activities of the project.

The project staff has established extensive liaison and working relationships with various public and private enterprises concerned with law, law enforcement, justice, legal procedure, government, citizenship, and legal education. Continuous coordination of effort is maintained with the Law in American Society Foundation. The project has been committed to the use and translation of the instruction materials of the foundation. This close working relationship is an outgrowth of the emergence of the foundation under the joint sponsorship of the Board of Education of the City of Chicago and the Chicago Bar Association.

The project also has been associated with--

- Chicago Alliance for a Safer City
- American Arbitration Association
- National Center for Dispute Settlement
- Illinois Consultation on Ethnicity
- World Law Fund
- Illinois Council on Economic Education
- Illinois Council for the Social Studies
- Chicago Council for the Social Studies
- Illinois Citizens' Committee for Teacher Education, Inc.
- National Council for the Social Studies
- Association for Supervision and Curriculum Development
- Social Science Education Consortium, Inc.

- American Judicature Society
- Chicago Bar Association
- American Ortho-Psychiatric Association
- National Education Association
- American Bar Association

Objective 14: Formation and use of a citywide representative advisory council to assist the project.

In its pilot stage the project received assistance and guidance from an advisory council composed of citizens concerned and involved with education in district 6 of the Chicago public schools. Because of the bilingual nature of this near north area of the city, the advisory council focused its advice on providing suitable Spanish language instruction materials.

A citywide advisory council is now overseeing the project's work. It will provide community feedback on activities and suggest future goals and programs. It is composed of prominent citizens who are concerned with law-focused education and who are an invaluable source of counsel for the project staff.

VI. Conclusions and Recommendations

The Law in American Society Project of the Board of Education of the City of Chicago has performed the pioneer effort in law-focused education for the entire nation. Its staff possesses expertise in content, methodology, inservice, publishing, field experiences, curriculum development, curriculum implementation, community involvement, bilingual education, and instruction materials. Its present activities, funded by the Illinois Law Enforcement Commission, cover a significant range of possible educational efforts to include law-focused education in the Chicago public schools.

An analysis of the recent activities measured against the objectives of the project prompts the evaluative staff of the Department of Government Funded Programs to make these recommendations to the administrators, staff, and advisory council of the project.

1. The development of suitable curriculum guides should continue and should precede new law-focused course offerings.

2. Efforts should be continued to make available in-depth law-focused inservice to teachers before they attempt to instruct a law-focused unit or course.

3. Inservice activities of the staff of the project should be accelerated.

4. Law-focused course offerings at the high school level should be expanded.

5. Law-focused unit offerings at the intermediate and upper grade elementary levels should be expanded.

6. Reinstitute student testing to evaluate the effectiveness of new curriculum guides on attitudes and knowledge of students.

7. Accelerate and expand liaison activities of the staff of the project with staffs of the Chicago public schools.

8. Insure that student law-focused instruction materials are distributed only in conjunction with developed law-focused units and courses.

9. Reestablish an accessible resource center for teachers of law-focused units and courses.

10. Accelerate the translation into Spanish of law-focused instruction materials.

11. Accelerate and expand the use of the Spanish translations in law-focused courses.

VII. Future Directions

Considering the effectiveness of the project in accomplishing its present objectives, it would be most worthwhile for the advisory council and staff

of the project to consider new goals for law-focused education. Based on the data collected and in accord with the approved proposal, the evaluative staff see the following as an incomplete list of future activities:

- law-focused audio and video tape productions covering legal content, the case method, and current developments and problems. Such productions would be made in English, Spanish, and Greek.
- an increased number of titles of student instruction materials in Spanish and the beginning of translations of student materials into Greek
- the implementation of extensive police-school liaison activities similar to those of the Cincinnati Police Project
- the development of planned staff-conducted law-focused field activities
- the support of student managed law-focused in-school activities
- annual citywide events for students and teachers on Law Day and Constitution Day
- annual teacher seminars on current constitutional and other legal problems
- extensive law-focused teacher inservice at the area and district levels
- sponsorship of a law-focused student oriented weekly radio program
- development of law-focused curriculum guides coordinated with the language arts curriculum of the Chicago public schools
- development of a year long legal content course at the high school level

The movement toward these suggested activities, in addition to those presently undertaken, will continue the pioneering work of the project.

APPENDIX

ARTICLES

Articles have been omitted here because of copyright restrictions. They are:

"New Social Studies ," by Nona Lyons, Joseph Teplin, and Robert M. Lamont Nations Schools, Volume 88, Number 2, August 1971 pp.36-7.

"Chicago," by Joseph Teplin. Law in American Society, Volume 1, Number 1, May 1972 pp. 35-8.

"Law in American Society: Preventive Education in the Law," by Joseph Teplin. Judicature, Volume 55, Number 6, January-February, 1972. pp. 245-8.

"Law in American Society," Social Education, April 1970. pp.442-3.

LETTERS OF COMMENDATION . . .

SOME OF HUNDREDS RECEIVED.

The National Catholic Educational Association • Suite 350 • One Dupont Circle • Washington DC 20036 • Telephone (202) 293-5954

September 3, 1971

Dr. Joseph Teplin
Coordinator
"Law in American Society Project"
936 N. Ashland Avenue
Chicago, Illinois

Dear Dr. Teplin:

Would you be good enough to share with us any available information on your "Law in American Society" program. This, we feel, would be of great interest to our schools.

Thank you for your assistance.

Sincerely,
Margaret Reynolds
Mrs. Christopher Reynolds
Special Assistant
Elementary School Department

BOARD OF EDUCATION
City of Chicago
ARTHUR J. AUDY HOME SCHOOL
2240 WEST ROOSEVELT ROAD
Chicago, Illinois 60608

ROBERT J. BRAASCH
Principal
ARTHUR C. ANDERSON
Assistant Principal

BRANCH SCHOOLS
Cook County Jail
House of Correction
Mary Bartelme Home for Girls
Ridgeway Hospital
Nicholas Pritzker Center

July 29, 1971

Mr. Joseph Teplin, Chairman
Law in American Society Foundation
Wells High School
936 North Ashland Avenue
Chicago, Illinois 60622

Dear Mr. Teplin:

Thank you for your assistance in beginning the Justice in Urban America program here at the Audy Home School. I have been using the series in seven different classes ranging from fifth grade through twelfth grade including two classes of drop outs. The books have been well received in all classes.

Since the students are only in the Audy Home for an average of six weeks, I have been using only two books in the series; Youth and the Law, and Crimes and Justice, with some selected parts of Law and the City. These seem the most interesting to our particular students. The students here are a very select group of young people from Cook County. They are kept here awaiting adjudication for reasons varying from runaway to murder. These students are experiencing "law and justice", and most do not really understand what is happening to them.

I have found very few students who had any real understanding of the legal process and the judicial system even though they were under criminal or juvenile detention and prosecution.

The "Youth in Trouble" and "Juvenile Court" chapters in Youth and the Law have been very helpful to the students and to myself. I have been using oral reading and discussion as the major method of teaching this material. In this way the non-readers and younger students can learn some of the vocabulary that they will hear in court. In some classes I have used vocabulary lists of the legal terms to aid the students.

The variety and reality of the photographs and the actual and hypothetical cases have given extra vitality to the books. Many discussions have developed from them. Also, the

students' own cases are discussed relating to the point of law under question.

The quotes on the bottom of the pages have also been helpful in clarifying the idea of law and justice as changing process.

Most of these students have looked upon law as "something to stop us from doing what we want". I have tried to develop along with the books a different view of law. Law not as oppressor, but rather as liberator. Law as the giver of freedom and preserver of justice. It has been hard to approach this directly because that is "preachy" and therefore offensive to these students. There is a lot to overcome. "Pigs is pigs" is a very strong feeling with many of these young people. Breaking the law is "getting caught", and justice is "mercy".

The strength of these books exists in their subtle appeal to change attitudes through knowledge and understanding. Civics has been taught (preached) for many years as some unreal vision of "truth" but the young people in the Audy Home sometimes have a clearer picture of "reality"; the one that they live with.

Through the examples, anecdotes, pictures, and approach of the Justice in Urban America series, maybe some students would change their point of view and feelings towards society, its laws, and its systems of justice. There seems to be a relationship between the understanding of the process and attitudes towards it. The recent Supreme Court decisions used in this series have shown the students how the courts are changing in their ideas of juvenile rights and justice.

In this day of "Law and Order", books such as these may possibly help in changing the negative attitudes that many young people have of the American system of law and justice. Also, an awareness of the system's strengths and weaknesses may help these young people to further correct our changing system of justice.

Even though I have not used the other books (Law and the Consumer, Poverty and Welfare, and Landlord and Tenant) in the classroom as yet, they seem to be equally as well written and illustrated, and they may be much more informative and useful than any other texts in this area.

Thank you again for your help. I hope that you can make more teachers aware of the need for the Justice in Urban America program before their students get in to the Audy Home Juvenile Detention Center.

Yours very truly,

Thomas H. Behrendt

BOARD OF EDUCATION
City of Chicago
JOHN C. COONLEY ELEMENTARY SCHOOL
4046 NORTH LEAVITT STREET
Chicago, Illinois 60618

BEATRICE ONA COX
Principal
HELEN KLEJNOWSKI
Assistant Principal

February 17, 1971

Dr. Joseph Teplin
Wells High School
Chicago, Illinois

Dear Dr. Teplin:

The Coonley faculty and I sincerely thank you for the richly designed, carefully compiled vital material on Law in American Society.

We appreciate the special opportunity to share in this beautiful pilot program, which we consider an important addition to our Social Studies curriculum.

The three teachers using the materials, Mrs. Fischer, Mrs. May and I expect to eventually report to you on the effectiveness of the material.

We compliment you and the staff of people who so ably compiled for young people this magnificent work on Law as a viable force.

Sincerely and gratefully,

Beatrice Greene

ILLINOIS INSTITUTE OF TECHNOLOGY

CHICAGO-KENT COLLEGE OF LAW
10 NORTH FRANKLIN STREET
CHICAGO 60606

Executive Offices

March 4, 1971

Mr. Joseph Teplin
Wells High School
936 North Ashland Avenue
Chicago, Illinois

Dear Mr. Teplin:

I am writing you in regard to a series of six pamplets that you have co-authored on various areas of the law. As Professor of Law at IIT-Chicago Kent College of Law, I am interested in obtaining this series of pamplets for a program I am currently conducting at Wendell Phillips High School.

Your series would fit in perfectly in my program. I am trying to give students at Wendell Phillips a general background in several vital areas of the law. It is my hope that I can teach them how the law can best serve them in their day to day activities.

I would appreciate it very much if you could let me know about the charges involved and how many pamplets you could provide. Estimates need is fifty in each of the six areas.

You can reach me by phone by calling 263-1273, or by sending a letter to 10 North Franklin Street.

Thank you

Shelvin Singer
Professor of Law

5443 South Kenwood Ave.
Chicago, Ill. 60615
March 28, 1972

Dr. Joseph Teplin
Law in American Society Project
Wells High School- Room 106
936 N. Ashland Avenue
Chicago, Ill. 60622

Dear Dr. Teplin:

As a teacher in a middle school and a participant last summer in the Law in American Society Summer Workshop, I wish to express my sincere appreciation and enthusiasm for the accomplishments of the project and the work it continues to do.

Teaching children during the formative early teen years, one is often aware of their struggle to understand the world around them and their place in it. The child at this age needs to be given the tools to positively effect the society into which he is soon to be thrust, or he will turn against that society in frustration and anger. These tools are not simply a textbook knowledge of our democratic processes but an attitude of positive encounter and productive participation.

The Law in American Society Project, through continued development of useful materials and meaningful teacher involvement and training, has been and will continue to be an important factor in the enrichment of the classroom experience in these areas. I would especially hope that the project continue to reach directly the classroom teachers who will effect the implementation of the materials. I also hope that the project continues to generate the worthwhile materials it was my privilege to be introduced to last summer in the workshop.

A greater familiarity with the work of the project would be extremely worthwhile for all teachers. I hope this possibility will someday become a realized fact.

Very sincerely,

Mrs. C. Russell Twist

BOARD OF EDUCATION
City of Chicago
ELLEN H. RICHARDS VOCATIONAL HIGH SCHOOL
3037 SOUTH WALLACE STREET
Chicago, Illinois 60616

MARY R. PERRIN
Principal
PETER CARLINO
ANTOINETTE T. PRICE
Assistant Principals

January 5, 1971

Dr. Joseph Teplin
Latin American Society Project
Wells High School
936 N. Ashland Ave.
Chicago, Illinois

Dear Sir,

As you requested in our telephone conversation, I am enclosing the invoice for the 80 sets of urban law booklets. They should prove very useful for class use.

Permit me to say that a program of this type goes a long way toward restoring a taxpayer's faith in his federal government. What a pity it is that society feels that it is necessary to spend billions for war while at the same time grudgingly allocates a few millions to a program that fosters respect for the rule of law-a rational means by which men can live with each other. It seems that those in Washington who style themselves as conservatives or who are for "Law and Order" do not have faith in the law (which is conservative in the best sense of the word). At least our legal systems exhibits grave symptoms of neglect (overloaded dockits, plea bargaining, lengthy continuances etc.) I sincerely hope that a program such as this can make a dent-at least we can hope. Optimism used to be part of the American Character-

With thanks for your consideration,

Yours truly,

Richard Appolt

STATE OF ILLINOIS
CIRCUIT COURT
NINTH JUDICIAL DISTRICT
KNOX COUNTY
COUNTY DIVISION

CHAMBERS OF
DANIEL J. ROBERTS
XXXXXXXXXX
Circuit Judge

P.O. BOX 765
GALESBURG, ILLINOIS 61401
AREA CODE 309
343-3121

August 11, 1971

Mr. Joseph Teplin, Co-ordinator
Law in American Society Project
936 North Ashland Avenue
Chicago, Illinois 60622

Dear Mr. Teplin:

I read with interest the copy of a letter you sent to me from Thomas H. Behrendt. Inasmuch as my local County maintains and operates a detention home, I am interested in obtaining a copy of the textbooks used by him in his educational program. I note that the two books he used were "Youth and the Law" and "Crimes and Justice". If you could advise me where they are available, I would like to obtain them.

Respectfully yours,

Daniel J. Roberts

DJR/erb

1933 Old Willow Rd.
Northfield, Ill.
August 8, 1971

Dear Sir,

I am writing this note as an indication of my deep appreciation for the opportunity given me to attend the recent Law In American Society Institute. I feel that I have gained a great deal that will be very helpful to me in my future years as a teacher. It opened my eyes to a much closer understanding, and a more ty-

to-date knowledge of the law today. Thanks go to the epcellent instructors for the knowledge they have given us, and thanks also to the leaders of the Institute for allowing me this opportunity.

Sincerely Yours,
Daniel F. Locke

Cooper Upper Grade Center
1645 W. 18th Place
Chicago, Ill. 60608
9 June 1971

Dr. Jeepeph Teplin
Co-ordinator, Law in American Society Project
Wells High School Room 106
936 N. Ashland Ave
Chicago, Ill. 60622

Dear Dr. Teplin,

The publications of the Law in American Society Foundation have been used with great success at Cooper Upper Grade Center. This year I have used the "Justice" series with both a 7th grade honor group and an 8th grade honor group. Both were able to use the books with great interest and relative ease. The business teacher used the "Law and the Consumer" to an advantage for reference in his consumer education classes, and the principal used a set of the books in her office for students with reading difficulties and expressed satisfaction with their "relevance."

The books found frequent use for reference in other classes and students often requested permission to check them out for use. These students often used the books for reference in later classes and with but few exceptions described the books as "cool."

The design of the books and their size is practical for use through departmentalized programs, allowing flexibility and applicability to many different situations.

The seventh graders utilized the divisions for establishing the committees for their constitutional convention since they felt the divisions of the "Justice" series so relevant that there was no need for further research.

I'm happy that I have been able to use the L.I.A.S. materials, and look forward to using them again.

Most sincerely,

Bobbie O. Britton

6166 N. Sheridan Road
Chicago, Illinois 60626
May 23, 1971

Dr. Teplin, Director
Law in American Society Program
% Wells High School
936 N. Ashland Avenue
Chicago, Illinois

Dear Dr. Teplin,

I am sending you the letter you have suggested regarding the Institute for this summer. In addition, however, I would like to thank you (and your staff) for the absolutely outstanding cooperation you have given. I, of course, would like to be helpful in any way I can and look forward to an opportunity of making a contribution to the program as a whole. Do let me know if I can be of further service.

Respectfully,

S. Korshak

Susan K. Korshak

SOUTH TEXAS LAW JOURNAL

Published and Edited by Students of South Texas College of Law

1220 POLK STREET
HOUSTON, TEXAS 77002
Telephone (713) 225-1651

Mr. Joseph Teplin
National Coordinator
Law In American Society Project
c/o Chicago Bar Association
Chicago, Illinois

Dear Mr. Teplin:

I have just read, with great interest, your article entitled "LAW IN AMERICAN SOCIETY: PREVENTIVE EDUCATION IN THE LAW", in Volume 55, Number 6 of the Judicature publication. The problems that are facing society today necessitate a full review of the points that you have highlighted in your article. It is apparant that your experience in this area would greatly benefit the swelling ranks of the legal profession.

As the Leading Articles Editor of the South Texas College of Law Journal, I would like to extend to you an invitation to consider writing an article for an upcoming edition of the Journal. I feel that we have an available means for you to express your views on this topic or any other that you may be interested in writing.

We would consider it an honor to have the privilege of having you as one of our contributors in an upcoming issue. South Texas College of Law is the second largest law school in the State of Texas and one of the largest night law schools in the United States. Due to this, our Journal has an extensive circulation area.

If you are interested and have the time to compose an article, we would be most anxious to hear from you. We, on the staff of the South Texas Law Journal, would welcome the opportunity to provide you with the means to more fully develop your views and opinions.

Looking forward to your response, I remain,

Sincerely yours,

Del Fullen

DEL FULLEN,
Leading Articles Editor
South Texas Law Journal

DF:lb

LCDR R.T. Gustafson, JAGC, U.S. Navy
Navy Law Center
Headquarters, Fourteenth Naval District
Box 110
Fleet Post Office, San Francisco, Calif.
96610

28 March 1972

Mr. Joseph Teplin, Coordinator
Law in American Society Project
936 North Ashland Avenue, Room 106
Chicago, Illinois, 60622

Dear Mr. Teplin:

For some time, as a Navy judge advocate engaged in court-martial work--often on the losing end of defense cases--I have been somewhat concerned about programs for correction of convicted servicemen operated by the Department of the Navy. Our programs for persons to be returned to the fleet seem to concentrate upon restoration of military discipline and work skills and individuals to be discharged often do not seem to be sent back into civilian life equipped to handle themselves. Our programs are underfunded and inadequately staffed though people involved in their administration, I've found, manage to develop quite a bit of enthusiasm and interest.

Thus, I was greatly interested in your article in the Jan/Feb "Judicature", particularly on the "Justice in Urban America" series of Manuals.

In recent years, through the Corrections Branch, Office of the Chief of Naval Personnel, Navy correctional centers (the term "brig" is a dying anachronism) have developed remedial education programs leading motivated prisoners to a point where they can satisfactorily obtain a High School Degree Equivalency Certificate from the U.S. Armed Forces Institute which, in most states, will give them an opportunity for entry into junior colleges or equivalent educational institutions. Some of our offenders certainly could use more reorientation into their functions and responsibilities in a free society than is afforded in the remedial educational programs we've used up to now--not as a replacement for them but as an addition to them. Perhaps you have some opinions or comments on the suitability of the "Justice in Urban America" series for this purpose or on other educational materials that might be more appropriate for this purpose.

I would like to obtain more information on the availability, cost, etc. of the manuals in this series--if for no other reason than to involve local correctional center personnel in a discussion of the merits and areas for improvement of our present correctional techniques revolving around some definite suggestion, such as incorporation of your manuals into the correctional process.

Thank you in advance for your courtesy and cooperation. I look forward to your reply.

Sincerely,

Robert T. Gustafson

ROBERT T. GUSTAFSON
LCDR, JAGC, USN

NEW JERSEY STATE BAR ASSOCIATION

Headquarters 172 WEST STATE STREET • TRENTON, N. J. 08608

Committee on Correctional Reform
Subcommittee on Education

March 6, 1972

Dr. Joseph Teplin, Coordinator
Law in American Society Project
Wells High School, Room 106
936 North Ashland Avenue
Chicago, Illinois 60602

Dear Dr. Teplin:

I have been requested by George H. Bohlinger, Jr., Esq., the Chairman of our Subcommittee, to communicate with you and request information as to how your type of educational program could be set up in our area. Specifically, we have reference to the program referred to in your article entitled "Law in American Society: Preventive Education in the Law", Judicature (The Journal of the American Judicature Society) Volume 55, No. 6, January-February, 1972, at page 245 et seq.

The particular function of the Committee is the investigation of the relation of punishment and correction to the increasing crime rate and expanding criminal population. The Subcommitteesare:

Administration of Correctional
Institutions and Procedures

Education

Legislation

Legal Services.

NEW JERSEY STATE BAR ASSOCIATION

Headquarters 172 WEST STATE STREET • TRENTON, N. J. 08608

609 394 1101

Our Education Subcommittee is intended to (1) alert the bench, bar and public to the size and economics of the problem, (2) keep the public informed of the conditions of our New Jersey correctional administration, and (3) advance the Committee's recommendations.

We would appreciate any information you can give us which would be helpful in our educational project, including particularly whether such a program as the one your article refers to could be set up in New Jersey under the auspices of the Foundation or whether it would be necessary to apply for funding under the Act of 1970.

Kindly send your reply to me at the following address:

744 Broad Street
Newark, New Jersey 07102

Sincerely yours,

Arthur J. Martin, Jr.

AJM:dc
cc: George H. Bohlinger

GEORGE W. BRACKENRIDGE FOUNDATION
SUITE 535 TRAVIS PARK WEST
711 NAVARRO STREET
SAN ANTONIO, TEXAS 78205
(512) 226-6171

TRUSTEES
LEROY G. DENMAN, JR.
J. B. McDANIEL, JR.
C. W. HARPER
GILBERT M. DENMAN JR.

February 14, 1972

Mr. Joseph Teplin
c/o Judicature
1155 East 60th Street
Chicago, Illinois 60637

Dear Mr. Teplin:

I was most interested in reading your article "Preventive Education in the Law" in the latest issue of JUDICATURE. As far as I know, none of the schools in San Antonio has instituted such a program. This Foundation might be interested in considering assistance to such a program locally if the Trustees were convinced that the program would develop greater respect for and obedience of the laws. Is the project geared to that end and is it successful in that regard as measured by any appraisals which have been made where it has been in operation for a reasonable length of time? The names of your courses indicate nothing along these lines but rather that it is training in the laws of civil and consumers' rights, whereas, the first paragraph of your article and the statement that the program had been funded under the Omnibus Crime Control Act of 1970 indicate the crime prevention aspects which might interest us. Would it be possible for us to purchase one of the manuals describing these teachings?

Sincerely,

Gilbert M. Denman, Jr.
Trustee

gmd jr-ma

STATE OF HAWAII
DEPARTMENT OF EDUCATION
OFFICE OF THE DISTRICT SUPERINTENDENT
KAUAI SCHOOLS
P. O. BOX 1307
LIHUE, HAWAII 96766

September 13, 1971

Dr. Joseph Teplin
Coordinator
936 N. Ashland Avenue
Chicago, Illinois 60622

Dear Dr. Teplin:

After reading the article on the "New Social Studies" in the August 1971 issue of the NATION'S SCHOOLS, I would appreciate further information on your "Law in American Society Project."

We, too, have been attempting to improve upon our Social Studies offerings and methodology and one way we have discovered is to get ideas and insights from what others have been doing.

Thank you.

Sincerely yours,

Champ S. Ono

Champ S. Ono
Curriculum Specialist
Secondary Education

CSO:eah

CHAMBERS
JUDGE SHERMAN G. FINESILVER
DISTRICT COURT
CITY AND COUNTY BUILDING
DENVER, COLORADO 80202

September 21, 1971

Superintendent of Schools
Chicago Board of Education
Chicago, Illinois

Dear Sir:

It is my understanding that your school district recently developed programs dealing with citizenship training and law for the layman courses in the schools.

I would sincerely appreciate receiving materials, outlines, course content, press releases, names and addresses of director or sponsors of "law for the layman" courses, citizenship or Bill of Rights courses for students and adults or "youth and the law" courses developed by Chicago Public Schools. Please include names and adresses of Bar Associations or other school districts that may be sponsoring such courses.

An early reply would be helpful.

Very truly yours,

Sherman G. Finesilver

Judge Sherman G. Finesilver
Chairman, American Citizenship
Committee
Colorado Bar Association
American Bar Association

SFG:mct.

RECEIVED
SEP 27 1971
JAMES G. MOFFAT
Referred to _____

Seton Hall University
South Orange, New Jersey 07079

FACULTY

School of Law
40 CLINTON STREET
NEWARK, N. J. 07102

October 4, 1971

Dr. Joseph Teplin
936 N. Ashland Avenue
Chicago, Illinois 60622

Dear Sir:

I understand that you are involved in projects dealing with teaching law to high school students. I would appreciate any information or materials concerning these projects that you may have available.

I would also appreciate it if you would send a copy of this information to Assemblyman Kenneth T. Wilson, East Orange High School, East Orange, New Jersey.

Sincerely,

John B. Wefing

John B. Wefing
Assistant Professor
of Law

mcm

cc: Assemblyman Kenneth T. Wilson

INDEPENDENT SCHOOL DISTRICT NO. 564

Thief River Falls, Minnesota 56701

DIRECTORS:
Maynard Wedul, Chairman
Kenneth Murphy, V-Chairman
E. C. Olson, Clerk
Wallace Sparby, Treasurer
Paul Biegner, Director
Curtis Charlson, Director
Edgar Naplin, Director

OFFICE OF:

Frank Hamerlinck

Administrative Assistant

(218) 681-2928

October 13, 1971

Dr. Joseph Teplin, Coordinator
936 N. Ashland Ave.
Chicago, Ill. 60622

Dear Dr. Teplin:

We are involved in a Crime Prevention Through Education project which includes all grade levels. We are developing units involving the students, teacher, parents, and community resource peiple. We are funded through the Governors State Crime Commission and currently are up-dating our reference and resource listing.

The August, 1971 issue of Nations Schools made reference to your project and I would appreciate any further information you could give me on the Law in American Society Project .

Sincerely,

Frank Hamerlinck

Frank P. Hamerlinck
Project Director

ss

Portland Public Schools

Portland Connecticut 06480

Office of the Superintendent

P. O. BOX 231. JUNIOR HIGH SCHOOL TEL. 342-1640

November 2, 1971

Dr. Joseph Teplin
Coordinator
936 North Ashland Avenue
Chicago, Illinois 60622

Dear Dr. Teplin:

I read with great interest the article in August 1971 NATIONS SCHOOLS which describes the "Law in American Society" project jointly sponsored by the Chicago Bar Association and the Chicago Board of Education. I would greatly appreciate any specific data you could send me regarding this social studies curriculum project, since we are currently in the process of revising our social studies curriculum K -L2.

Thank you in advance for your attention.

Sincerely yours,

Peter A. Barile, Jr.

Peter A. Barile, Jr. Ed.D.
Assistant Superintendent

PAB:lfr

STATE OF MONTANA

OFFICE OF THE STATE SUPERINTENDENT

HELENA 59601

DOLORES COLBURG
Superintendent of
Public Instruction

August 5, 1971

Dr. Joseph Teplin, Coordinator
936 North Ashland Avenue
Chicago, Illinois 60622

Dear Dr. Teplin:

I am writing in regards to the article "New Social Studies" as published in Nation's Schools, Volume 88, Number 2, August 1971. I would like to have further information about the "Law in American Society Project."

Thank you for your cooperation.

Sincerely,

James R. Burk

JAMES R. BURK
Supervisor: Secondary Education

JB/mj

Department of Education *Archdiocese of Baltimore*

Catholic Center • 320 Cathedral Street • Baltimore, Maryland 21201

OFFICE OF THE SUPERINTENDENT

August 26, 1971

Dr. Joseph Teplin
Coordinator
936 N. Ashland Avenue
Chicago, Illinois 60622

Dear Dr. Teplin:

Please send further information about the "Law in American Society Project."

Send to: Sr. Corinne Mylin, I. H. M.
Coordinator of Educational Projects
320 Cathedral Street
Baltimore, Maryland 21201

Sincerely yours,

Sister Corinne Mylin, I.H.M.

Sr. Corinne Mylin, I. H. M.
Coordinator of Educational Projects

SCM:ncw

UNIVERSITY OF NORTHERN IOWA · Cedar Falls, Iowa 50613

Department of Teaching
Malcolm Price Laboratory School

November 24, 1971

Dr. Joseph Teplin, Coordinator
936 N. Ashland Avenue
Chicago, Illinois 60622

Dear Dr. Teplin:

I read with interest the note regarding your work in school curricula as described in the August, 1971 issue of Nation's Schools, "Law in American Society," as we have initiated a program entitled, Social Inquiry, for our 11th and 12th grade students. This program is divided into a series of four-week modules, with two entitled, "Law and Tradition in the United States," and "Credit Card Society" (focusing on legal rights and responsibilities of the consumer). Furthermore, our 9th grade social studies program is based on political socialization, following a broad outline adapted from the University of Minnesota project. Your materials as described in the article seem suited for our program.

Please send information regarding purchase of these materials. You could send us preview copies, with us submitting a requisition to our business office for payment upon receipt of the materials.

Sincerely,

Donald A. Scovel
Chairman, Social Studies Area
Mal - Laboratory School

DAS/db